Title II
Higher Education Act

SUBMIT REPORTS

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Chadron State College
Traditional Program
2011-12

Print Report Card

Institution Information

Name of Institution: Chadron State College

Institution/Program Type: Traditional

Academic Year: 2011-12

State: Nebraska

Address: 1000 Main Street

Chadron, NE, 69337

Contact Name: Dr. Margaret Crouse

Phone: 308 432 6330

Email: mcrouse@csc.edu

Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education? (http://www2.ed.gov/about/offices/list/oii/tqp/index.html)

No

If yes, provide the following:

   Award year:

   Grantee name:

   Project name:

   Grant number:

   List partner districts/LEAs:

   List other partners:

   Project Type:

Section I.a Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at http://www2.ed.gov/about/offices/list/oii/tqp/index.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?
art	No
biology	No
business and marketing	No
chemistry	No
early childhood	No
earth science	No
education administration - princapal	No
elementary education	No
english	No
family and consumer sciences	No
health and physical education	No
health education	No
history	No
language arts	No
middle grades	No
music	No
natural sciences	No
physical education	No
physical education	No
physical sciences	No
physics	No
reading specialist	No
school counselor	No
social sciences	No
special education	No
theatre	No
vocial music	No
Total number of teacher preparation programs: 27	

Section I.b Admissions

Indicate when students are formally admitted into your initial teacher certification program:

Junior year

Does your initial teacher certification program conditionally admit students?

No

Provide a link to your website where additional information about admissions requirements can be found:

http://www.csc.edu/education/program.csc

Please provide any additional about or exceptions to the admissions information provided above:

For the postgraduate students, the admission to the teacher education program is upon completion of bachelors degree program, successful completion of specified content and professional courses, and the basic skills (Praxis I) test score rather than at the junior level category.

Section I.b Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. ([§205(a)(1)(C)(i)](#))

Are there initial teacher certification programs at the undergraduate level?

Yes

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Undergraduate level.

Element	Required for Entry	Required for Exit
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	Yes	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	Yes
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	No	No
Essay or personal statement	No	Yes
Interview	No	No

Other		

What is the minimum GPA required for admission into the program?

2.5

What was the median GPA of individuals accepted into the program in academic year 2011-12

3

What is the minimum GPA required for completing the program?

2.5

What was the median GPA of individuals completing the program in academic year 2011-12

3.556

Section I.b Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

Are there initial teacher certification programs at the postgraduate level?

No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the Postgraduate level.

Element	Required for Entry	Required for Exit
Transcript		
Fingerprint check		
Background check		
Minimum number of courses/credits/semester hours completed		
Minimum GPA		
Minimum GPA in content area coursework		
Minimum GPA in professional education coursework		
Minimum ACT score		
Minimum SAT score		
Minimum basic skills test score		
Subject area/academic content test or other subject matter verification		
Recommendation(s)		
Essay or personal statement		
Interview		
Other		

What is the minimum GPA required for admission into the program?

What was the median GPA of individuals accepted into the program in academic year 2011-12

What is the minimum GPA required for completing the program?

What was the median GPA of individuals completing the program in academic year 2011-12

Section I.c Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2011-12:	303
Unduplicated number of males enrolled in 2011-12:	73
Unduplicated number of females enrolled in 2011-12:	230

2011-12	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	6
Race	
American Indian or Alaska Native:	1
Asian:	1
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	1
White:	277
Two or more races:	3

Section I.d Supervised Experience

Provide the following information about supervised clinical experience in 2011-12.

Average number of clock hours of supervised clinical experience required prior to student teaching	112.5
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	22.5
Number of full-time equivalent faculty supervising clinical experience during this academic year	1.4
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	1.7
Number of students in supervised clinical experience during this academic year	517

Please provide any additional information about or descriptions of the supervised clinical experiences:

Clinical experience is defined as the student teaching internship. Field experience is defined as experiences prior to the student teaching internship that are either (1) embedded assignments requiring observation and participation within a PK-12 classroom based on hours or (2) a course in which the candidates are to observe and participate for a set number of clock hours.

The elementary and special education endorsements require 125 hours of observation and participation in classrooms prior to student teaching internship. Secondary endorsements require 100 hours of observation and participation in classrooms prior to student teaching experience. Thus the average is 112.5 field experience prior to student teaching internship.

For the embedded observation/participation field experiences, the credit awarded to the faculty member is .5 credit per course section. These courses are EDUC 131 and PSYC 231. The credit awarded to faculty for the observation and participation course is 2 credits for EDUC 320 and 1 credit for EDUC 300. Student teachers take 16 credits hours for a 16 week student internship period. Students are visited and evaluated by a supervisor six (6) times during the 16 week period. Faculty members receive 1 credit load for six (6) visits. The undergraduate faculty load for two semesters is 24 credits. Thus to figure the number of faculty FTE supervising, the total credits for supervision is divided by 24.

The count for the number of students supervised for the 2010/2011 period is an unduplicated count (as requested by the State). It should be understood that a student might take an EDUC 131, Introduction to Teaching course in the fall term and a PSYC 231, Educational Psychology course the following spring, however this student was counted only once. The unduplicated count is 517 and the duplicated count is 555.

The average clock hours for mentoring and induction support per student at the time of clinical experience is two 8 hour days and 6, 1 hour consultations for a total of 20 - 25 hours.

Section I.e Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Secondary Education	
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	7
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	7

Teacher Education - Family and Consumer Sciences/Home Economics	5
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	5
Teacher Education - Social Science	10
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify :	

Section I.e Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2011-12. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	

Teacher Education - Special Education	2
Teacher Education - Early Childhood Education	2
Teacher Education - Elementary Education	47
Teacher Education - Junior High/Intermediate/Middle School Education	4
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	2
Teacher Education - Business	7
Teacher Education - English/Language Arts	3
Teacher Education - Foreign Language	
Teacher Education - Health	7
Teacher Education - Family and Consumer Sciences/Home Economics	5
Teacher Education - Technology Teacher Education/Industrial Arts	1
Teacher Education - Mathematics	6
Teacher Education - Music	3
Teacher Education - Physical Education and Coaching	8
Teacher Education - Reading	
Teacher Education - Science	6
Teacher Education - Social Science	10
Teacher Education - Social Studies	
Teacher Education - Technical Education	1
Teacher Education - Computer Science	
Teacher Education - Biology	1
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	2
Teacher Education - Physics	
Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	

Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	10
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	2
Foreign Languages	
Family and Consumer Sciences/Human Sciences	5
English Language/Literature	3
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	6
Computer and Information Sciences	
Other Specify:	

Section I.f Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years:

2011-12: 107

2010-11: 101

2009-10: 94

Section II. Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in mathematics in 2011-12?

Yes

How many prospective teachers did your program plan to add in mathematics in 2011-12?

5

Did your program meet the goal for prospective teachers set in mathematics in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

The continued marketing campaign established by the institution to promote the education programs. The program had 6 completers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The lessons learned are that students use social networks for information and the smart phone is a tool they utilize for accessing these networks.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in mathematics in 2012-13?

Yes

How many prospective teachers did your program plan to add in mathematics in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

We would like to have a stable goal of 5 - 8 math secondary teaching students per year. This should meet the regional service region needs.

Academic year 2013-14

Will your program prepare teachers in mathematics in 2013-14?

Yes

How many prospective teachers does your program plan to add in mathematics in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at
http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in science in 2011-12?

Yes

How many prospective teachers did your program plan to add in science in 2011-12?

5

Did your program meet the goal for prospective teachers set in science in 2011-12?

Yes

Description of strategies used to achieve goal, if applicable:

As with the math strategies, the continuous marketing strategies appear to be working.The program had 6 completers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

The lesson learned is that social networks and mobile devices are common tools for the traditional age students.

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in science in 2012-13?

Yes

How many prospective teachers did your program plan to add in science in 2012-13?

5

Provide any additional comments, exceptions and explanations below:

Continue the present institutional marketing plan.

Academic year 2013-14

Will your program prepare teachers in science in 2013-14?

Yes

How many prospective teachers does your program plan to add in science in 2013-14?

5

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in special education in 2011-12?

Yes

How many prospective teachers did your program plan to add in special education in 2011-12?

5

Did your program meet the goal for prospective teachers set in special education in 2011-12?

No

Description of strategies used to achieve goal, if applicable:

We used the institutional market plan and strategies for special education. We do have students in the pipeline but this does not show in the graduation completers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in special education in 2012-13?

Yes

How many prospective teachers did your program plan to add in special education in 2012-13?

6

Provide any additional comments, exceptions and explanations below:

Special education is a need area for this region, however we are beginning to see the need for greater special learner knowledge and skills development for the general teachers who operate in inclusive classrooms.

Academic year 2013-14

Will your program prepare teachers in special education in 2013-14?

Yes

How many prospective teachers does your program plan to add in special education in 2013-14?

8

Provide any additional comments, exceptions and explanations below:

Section II. Annual Goals - LEP

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at http://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2011-12

Did your program prepare teachers in instruction of limited English proficient students in 2011-12?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2011-12?

Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2011-12?

NA

Description of strategies used to achieve goal, if applicable:

Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Provide any additional comments, exceptions and explanations below:

Academic year 2012-13

Is your program preparing teachers in instruction of limited English proficient students in 2012-13?

No

How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2012-13?

Provide any additional comments, exceptions and explanations below:

Academic year 2013-14

Will your program prepare teachers in instruction of limited English proficient students in 2013-14?

No

How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2013-14?

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please certify that your institution is in compliance with the following assurances. (§205(a)(1)(A)(iii), §206(b)) Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.
Yes

Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.
Yes

Prospective general education teachers are prepared to provide instruction to students with disabilities.
Yes

Prospective general education teachers are prepared to provide instruction to limited English proficient students.
Yes

Prospective general education teachers are prepared to provide instruction to students from low-income families.
Yes

Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Chadron State is located in a sparsely populated,geographically isolated, economically depressed portion of the United States. A majority of the graduates of the CSC program will teach in rural communities within Nebraska, Wyoming, and South Dakota. Therefore rural education concepts, elements and strategies are infused within the curriculum. Likewise the students are provided experiences allowing practices within this environment. The assessment results indicate that the students are prepared at a proficient level for working within this geographic environment. The education program has increased hours in the study of dfferentiated instruction for the general teacher. The education unit is likewise increasing study hours in assessment as a tool to advance individual students, and programs within the K-12 systems.

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	48	180	48	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	142	180	142	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2011-12	103	179	103	100
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	92	180	91	99
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	86	180	85	99
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	48	178	48	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	143	179	143	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2011-12	102	179	102	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	92	178	92	100
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	85	178	84	99

ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	48	176	48	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	143	175	143	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2011-12	103	176	103	100
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	92	176	89	97
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	88	175	84	95

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2011-12	103	103	100
All program completers, 2010-11	92	88	96
All program completers, 2009-10	88	83	94

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE
Other (specify: Higher Education Learning Commission -- regional institutional accreditation)

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

The professional curriculum provides learning experiences for using technology to enhance learning (1) within specialized coursework, (2) infusion into methods courses,(3) through observation and participation in school settings and (4) during the student teaching experience. Recent changes have been the addition of an essential studies courses (general education)at the freshman level which address critical inquiry and creative problem solving via information and learning technologies. Another change has been the addition of a specialized course for teacher candidates at the to upper division level. Students now will be introduced to the technology as freshman and the upper level course will be more direct application to teaching and learning.

The Education unit is also changing data management systems from an in-house system to the commercial system of TK20. This system is ready for deployment fall 2012.

This past year the Education unit developed a new technology plan to guide the continued improvement of technology for learning.

The institution is utilizing a technology plan that allows students to experience a variety of tools and learning devices.

Section VI. Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request.

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares general

education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Courses related to special populations include SPED 230 Exceptional Learner; SPED 334 Differentiated Instruction for Diverse Classrooms; and SPED 412 Special Education practices and Strategies. These courses address the disabilities as identified in IDEA and do ask students to develop effective strategies and methods for working with children with disabilities. The student do know how to work as a team member on the IP team. To address "teaching students who are limited English proficiency" effectively, CSC incorporated some of this content into SPED 230 Introduction to Exceptional Learner, in SPED 412 Special Education Practices and Strategies, and in SPED 334 Differentiated Instruction for Diverse Learners. The Education faculties are continuing to study the curriculum needs for limited English proficiency learners. One unit member is taking courses toward the ESL endorsement within the State. The unit continues to working to increase the instruction in ESL within the general teacher professional education.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

The curriculum for special education endorsement includes 34 credit hours of specialized content and two specialized clinical experiences prior to the professional internship. The faculty have increased the content and strategies learning for Teaching students with limited English proficiency. The limited English proficiency instruction is embedded within the existing courses of SPED 230 Introduction to the exceptional learner and SPED 334 Differentiated instruction for diverse classrooms, and SPED 412 Special Education Practices and Strategies.

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

Chadron State College

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Title II, Higher Education Act

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